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ABSTRACT

This proposal begins with a discussion of technologies used by distance education programs to deliver instruction, including the use of video by the Open Education Faculty (OEF) at Anadolu University in Turkey. The first of five chapters discusses modes of communication that can be used in distance education together with their functions. Specific media described include written materials, educational television and radio, face-to-face communications, and videotape education. The second chapter describes the distance education situation in Turkey, provides a short history of Anadolu University, and explores the use of various modes of communication by the OEF, i.e., books, television and radio broadcasts, local face-to-face communication through Student Information Bureaus (LSIB) and the Academic Advising Teaching Service (AATC), and the "Anadolu Newspaper" for distance education students. Chapter 3 is devoted to a discussion of video and distance education, the facilities video would bring to the OEF, how a video education center operates, the organization of the OEF Student Information Bureau's Video Education Libraries, and the coordination unit of the Video Education Center. The fourth chapter briefly describes four OEF units--Academic Advising Centers, the Radio Club, the Anadolu Newspaper, and the Anadolu University Data Processing Center--that would cooperate with the Video Education Center, and outlines preparations needed before beginning to offer distance education services via video. Chapter 5 details a proposed pilot project that would conduct a formative evaluation of the video education services prepared by the Video Education Centers (VEC). (7 references in English, 30 in Turkish) (DB)

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VIDEO EDUCATION CENTERS (VEC)

A Model Proposal to Improve the Video Education Project -AU/OEF

by Dr. Cengiz TEKİN
Dr. Murat BARKAN
Dr. Uğur DEMİRAY

ANADOLU UNIVERSITY
Eskişehir-1990

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CONTENTS

	Page
ACKNOWLEDGEMENT	ix
PREFACE	xii
INTRODUCTION	1
CHAPTER I	
COMMUNICATION MEANS IN DISTANCE EDUCATION	7-16
A.COMMUNICATION MENAS USED IN DISTANCE EDUCATION AND THEIR FUNCTIONS	9
1-The Means Designed Primarily For Educational Purposes	10
a)Functions of Written Materials	10
b)Functions of TV and Radio Broadcasting	11
c)Functions Of Face To Face Communication Systems	12
2-Suportive Communication Means	12
B.THE EDUCATIONAL FACILITIES THE USE OF VIDEO BRINGS IN DISTANCE EDUCATION	13
CHAPTER II	
DISTANCE EDUCATION IN TURKEY AND ANADOLU UNIVERSITY	17-27
A.DISTANCE EDUCATION IN TURKEY	19
B.A SHORT HISTORY OF ANADOLU UNIVERSITY OPEN EDUCATION FACULTY	19

C.THE USE OF COMMUNICATION
MEANS ANDTHEIR COOPERATION 21
1-Books 21
2-Educational TV and Radio Broadcasting 22
3-Open Education Faculty Student
Information Bureaus And
Academic Advising Services 22
4-Anadolu Newspaper 23
D.PROBLEMS FACED IN OPEN EDUCATION
FACULTY SERVICES 24
1-Problems Related to TV Broadcasting 25
a)Problems which are coming out
because of TRT's control 25
b)Problems observed determining the
broadcasting hours 25
c)Problems due to the postponing or
cancelling the programs 26
2-Problems Related to the Publication
and Distribution of Books 26
3-Problems Related to the Publication
and Distribution of "Anadolu Newspaper" 27

CHAPTER III

VIDEO and DISTANCE EDUCATION 25-29

A.THE FACILITIES "VIDEO" WILL BRING IN
TO THE OPEN EDUCATION FACULTY 31
B.VIDEO EDUCATION CENTER (VEC) HOW IT RUNS 41
1-Process of Transfering 41
2-The Process Of Reproduction 44
3-Process Of Quality Control 48
4-Process of Packing and Distribution 49
5-Cleaning and Care 50

C.OPEN EDUCATION FACULTY STUDENT INFORMATION BUREAU, VIDEO EDUCATION LIBRARIES (VEL) ORGANIZATION 50
1-The Replacement of Video Education Libraries 50
2- The Quality - Control of VEL Cassettes 50
3-(VEL) The Use of Library Cards 51
4-"Cassette Form" 51
5-Fees 51
6-The Video Services In The Offices 51
7-Watching Form 52
8-Cleaning and Care of Technical Equipment in VEL 53
9-VEL File 54
D.VIDEO EDUCATION CENTER COORDINATION UNIT 54
1-Coordination Unit Preparations 55
2-Coordination Unit Practices 57
3-Coordination Unit's Additional Practices 58

CHAPTER IV

EVALUATION 61-68

A.OPEN EDUCATION FACULTY UNITS IN COOPERATION WITH VIDEO EDUCATION CENTER 63
1-Academic Advising Centers 63
2-Radio Club 63
3-Anadolu Newspaper 63
4-Anadolu University Data Processing Center 63
B.PREPARATION BEFORE VIDEO EDUCATION 64
1-In-Service Training VEC and VEL Personnel 64
2-Announcement of VEC 64
3-VEC Pilot Project 64
C.CONCLUSION 65

CHAPTER V

THE PILOT PROJECT SUGGESTION 69-80

A.THE REASON FOR A PILOT PROJECT 71
B.LIMITATIONS 71
C.PURPOSES 72
D.RUNNING THE PILOT PROJECT 73
E.RESPONSE FROM THE LOCAL V.E. CLASSES 75
F.SUGGESTIONS 76
REFERENCES 81

Figure: 1	Primarily Designed Educational Means	10
Figure: 2	Employment Strategy of Communication Means in the Existing Open Education System	34
Figure: 3	The Proposed Employment Stategy of Communication Means in the Open Education System where Video is used	36
Figure: 4	The Localization of Video Education Services within the other Open Education Faculty service channels	38
Figure: 5	The Suggested Video Education Center Units	39
Figure: 6	The Process of Transfering Master Archive Tape	41
Figure: 7	Master Casette Number Form	43
Figure: 8	Master Cassette Information Form	43
Figure: 9	Master Archive Information Form	44
Figure: 10	Cassette Number Form	45
Figure: 11	The Reproduction Process	46
Figure: 12	Reproduction Information Form	47
Figure: 13	The Quality Control Process	48
Figure: 14	Quality Control Form	49
Figure: 15	Cassette Form	52
Figure: 16	VEL Watching Form	53
Figure: 17	VEL Cards Designed in terms of the Names of the Units	56
Figure: 18	VEL Cards Designed in terms of Instructors	56
Figure: 19	Operation Process of The Video Education Centers	74

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It can be stated that communication within education have had parallel developments both in the history of mankind and in the life-lenght of a person. However, the reasons for this paralellism can not be regarded as coincidences. It is a more appropriate approach to define these parallel developments as the sum of the educational communication experiences throughout means life.

In the recent decades of the last century, man is observed to be of showing a significant inclination towards **"Individualization"**. This inclination can easily be considered as a natural result in the period of fast industrialization of peoples lives. Consequently, the new developments in the field of educational communications are anabling societies and institutions to support this inclination of man. Mean while, mankind is said to be of getting individualized when his newly emerging educational desires are considered. That is how anabling individual and independent learning has

become the most significant educational requirement of the age. This specific requirement has made the contemporary societies and educational institutions to review and reform their already existing educational communication policies and their strategies or methods according to the requirements of the age, as well. Finally, they inevitably have created new ones for the mentioned contemporary requirements with the contribution of the most recent and developed products of the communication technology. One of the most popular example of the mentioned contemporary methods is ***Distance Education.***

By the way, the early d.e. administrations have had such an understanding that any d.e. institution should employ as many of the latest communicational technologies as available with the help of the ***"multi-media strategy"***. According to this understanding, d.e. administrations were aimed at using various means for fulfiling different educational or instructional needs. However, with a careful planning this strategy worked and they helped people efficiently. The expectations were *"the more means employed, better the result will be".*

But after a while the economical conditions, as well as the educational requirements, are seemed to be of changing. Thus, the mentioned expectations are failing to meet the new requirements. Additionally, taking the most recent developments at the communication technology into consideration, the conventional strategy is of loosing validity,I This is how the multi-media strategy

has become ***"inditional"*** in the field of d.e. Time has come for distance educators to reconstruct their strategical approaches to help their system become even more cost-effective and more practical, with the help of the mentioned developments of educational communications technology.

1/2 inch ***"Home-Video"***, as well as the simply operated personal computers, are those which are alternative educational communication technologies to eanabe creating ***"modern"*** and ***"multi-functional media employment strategies"*** in the use of today's d.e. systems.

Anadolu University has started using video technology in the use of mass education, since 1975. However in those days the purpose of the video employment was different and it was used only for the preparations of broadcast TV. The following study, which is carried out by three of my colleagues, is proposing to discuss the educational functions of video when it is packed in casettes and in a different format, when employed in the use of Açıköğretim Fakültesi (Open Education Faculty).

I should like to give my thanks and appreciations to the writers for their significant efforts for bringing this subject in to our opinions and their sincere attempt for making this valuable contribution to the field of distance education.

Prof.Dr. Semih BÜKER
Dean

PREFACE

The distance education system in Turkey, which has gained a new identity in 1982-1983 term, has triggered the mass-education through distance communication tools. In the same years Turkish people were using 1/2 inch Home-Video not for educational purposes, but mainly for entertainment. In the recent years of open education practices, which Anadolu University has carried out, the need for newer mass-media has been observed and related studies have been started.

This made us think that home-video might be used together with the present communication tools enrolled in open education administration. So far, the place of video in education has not been analysed sufficiently - though video has characteristics which will be of great help to students.

By the time Video Education Centers (VEC), as suggested in this study, were established. There planned three main targest. Firstly, the Open Education Faculty graduates who speak a foreign language will be given an opportunity for post-graduate studies. Secondly, the working students will have an opportunity to have a better job with the help of Video Education Centers' Foreign Language (English) Programs. Thirdly, the students will be supported in their efforts to improve their English speaking skills.

The purpose of this study is to develop a model for the use of video in terms of distance education medium.

We would like to thank Prof.Dr. Yılmaz Büyükerşen, the Rector of Anadolu University and at the same time the founder of Educational Technology and Distance Education Foundation; Prof.Dr. Semih Büker, Vice Rector and Dean of Open Education Faculty for their invaluable contributions. Also we thank Nazmi Ulutak, Nazlı Kırmızı, Haluk Yüksel, Cengiz Yenipazarlı, Feyyaz Bodur, Sabri Özlüalbayrak, Ahmet Çakır, Filiz Dutdibi, Muhtar Özkaptan for their helps; and Ekrem and Şeyda Ülsever for their efforts in the preparation of the translated version of the study as well.

June 1990 AUTHORS
ESKİŞEHİR-TURKEY

INTRODUCTION

1\2 inch Home-Video, a new communication means, has become an important instrument for education as well as for leisure time activities. It has become a means of education in traditional education. System has gained a new dimension through the use of video. This new medium has become a recenity due to the good results obtained in teaching many subjects, especially in language teaching.

In the United States, Canada, Japan and in most of the European Countries, home-video has already been put in the use of education.

The researches concerning the use of video which has started to be used for educational purposes in Turkey in 1980's, stating that video was used rather as a leisure time instrument (Kırmızı and et al: 1985; Özçoban: 1985, Barkan: 1987). By the way there are some opposing approaches stating that video started to be used for educational purposes-though not on a large scale (Anadolu: 1987, p.8).

It is a fact that all mass media can be used for educational purposes. But a careful analysis will show that these instruments have got different characteristics in terms of technology and of their usage. A medium can adress to masses of people or to individuals only. Here lies the greatest difference: These means are either "mass" or "individual" media. In other words, it can be said that this distinction primarily originates from the quantitative differentiation of the target adressed to. Because the concepts "individual" and "mass" should be differentiated first in terms of quantity. That is to say, this distinction depends on the number of 'audience' or

'spectators'. Yet, in terms of educational studies what is important to consider is not, the number of audience but its "quality" as well.

The distinction between the concepts of individuals and masses has got another determining variation in terms of communication: "two-way" or "one-way" communication. Considering this, one can mention the individual's passive or active role in his social relations.

In general, the communication among individuals is realized through their face-to-face interaction. Therefore, the individual media are produced having technical characteristics to serve this purpose. Some of these instruments are tape recorders, telephone, telex, letters, telegram and wireless. The common characteristic of these instruments is that through their usage the "two-way communication" between individuals is realized. The individual can re-code the message he received and send it back to its source through these instruments . Some of the common characteristics of these instruments are as follows:

- ★ The face-to-face interaction between individuals through the use of these instruments.
- ★ Two-way communication is an important characteristic of communication between individuals (Cüceloğlu: 1979, p.311).
- ★ The communication means between individuals enable visual, audio-visual, audial and written-visual interaction.
- ★ The use of individual communication means requires a different payment. Therefore, they become a sort of expensive means. Yet subscription systems have been developed (not for letters) to reduce the cost-price.

★These means have another function in terms of the message being private or personal. Through their use this privacy can be maintained within a range from individuals to institutions (Cüceloğlu: 1979, p.311; Barkan: 1987, p.113).

★ In the communication realized through such means as letters and telegrams - except wireless and telephone the message is constant (Barkan: 1987, p.114).

In its broadest description, mass communication is the process of interaction from a center to masses. The media used to realize this process are called mass-media. The common types of mass-media are radio and television broadcasting, closed-circuit television broadcasting, the press and cinema.

In the communication through these means one-way communication is more important and the individual's role is passive. What is important in this type of communication is not the message the individual gets but the message the center sends out. For the center, encoding and sending the message is more important than the individual's feedback.

The common characteristics of mass-media are as follows:

★ Mass-media enable visual, audio-visual, audial and written-visual communication.

★ Mass-media technology is expensive but in terms of cost-price of a unit it becomes cheaper. Yet since these means are used for along-time duration period the first cost-price becomes reduced in time. Through the subscription system in radio and television (and partially in the press and cinema) this cost-price can relatively be reduced more.

- ★ The message from TV and radio is considered as constant if it is recorded. And the message in the press and cinema is always constant.
- ★ The use of communication means is based on the principle that the message coded should be clear to receiving masses. However the message can be coded in different forms for different masses. In any case the message is not concealed, it is clear.

When used for educational purposes, both communication means and means for individual communication can provide us with the following:

- ★ These means - since they are based on audial, visual, audio-visual communication principles - can stimulate more than one perception channels.
- ★ Each of these means can have supportive effects on the individuals' perception and sense.
- ★ For a message to be constant, the level of stimulated perception is directly proportional with the noted features of those means.
- ★ The recursiveness of a message depends on the characteristics of the messages of these means.
- ★ Communication means and means addressing to individuals effect the individual in different levels in accordance with the individuals' interaction with them.
- ★ The message can be carried to the individual at a cheaper cost through the communication means.

Distance education has recently been adapted as an alternative for classical (traditional classroom) education. This is because of the problems confronted in the current education system and of the needs of students changing cons-

tantly. If this alternative is defined in broad terms, such characteristics can be observed as the following:

- ★ In distance education systems there are many different educational media and facilities.
- ★ Distance education systems can serve a great mass of students.
- ★ Distance education systems are those which provide the students with the opportunity of exchanging information and data very rapidly.
- ★ These systems are cheaper because the cost-price for a unit and/or a system is low.
- ★ These systems make individual learning and training possible.
- ★ These systems can cover different types of educational demands in an organizational unity.
- ★ With the help of distance education students can be educated at home. That is, schooling is not a problem.
- ★ These systems are contemporary in that they are flexible.
- ★ With the help of distance education, educational activities are not limited with time.

CHAPTER I

COMMUNICATION MEANS IN DISTANCE EDUCATION

A.COMMUNICATION MEANS USED IN DISTANCE EDUCATION AND THEIR FUNCTIONS

All the communication means can be employed in distance education. However, these means should be employed in such a way that they can have different educational functions in accordance with the needs of the target-mass.

The point put forward by those who believe that traditional systems are better than distance education systems is that the use of mass-media is a "one way" process whereas classical education is a "two way" process. Consequently, the mass media has been considered to have no 'educational' quality. This thesis can be valid for the previous traditional distance-education studies. Yet in later years with the contribution of "academic advising" and "face to face education", "student counselling", distance education has become a "two-way" process.

The communication means employed in distance education activities can be analyzed in two different categories in terms of their functions:

1- The means designed primarily for educational purposes.
2- The means which are used to support educational activities.

1- The Means Designed Primarily For Educational Purposes

These means are classified as "basic" ones and "secondary" ones. This classification is made considering the effectiveness level of their instruction.

a) Functions of Written Materials

Books are used as "basic" means in distance education because their message is written-visual.

In fact all the communication means apart from books can be thought as secondary or supporting means. But in terms of face-to-face teaching and learning through radio and television are considered to have supporting educational characteristics.

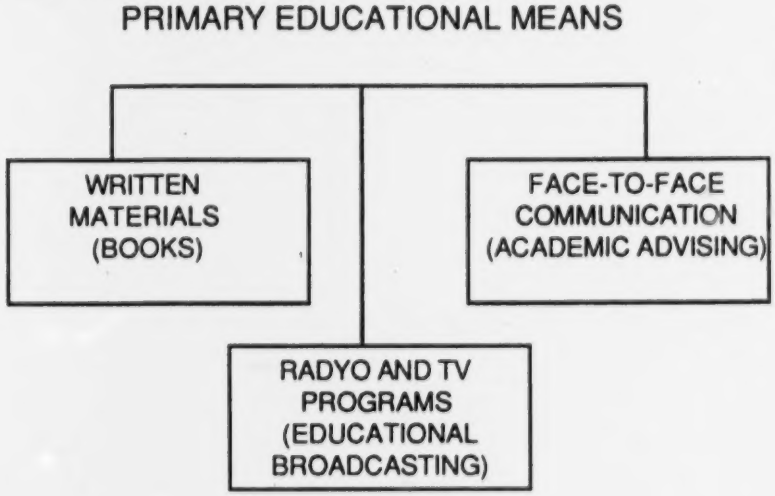
PRIMARY EDUCATIONAL MEANS
WRITTEN MATERIALS (BOOKS)
FACE-TO-FACE COMMUNICATION (ACADEMIC ADVISING)
RADYO AND TV PROGRAMS (EDUCATIONAL BROADCASTING)

FIGURE: 1 Primarily designed educational means.

b) Functions of TV and Radio Broadcasting

Television, which is both visual and audial, has the function of being an effective educational means. However, its message is not constant and therefore TV has to be considered as a secondary communication means (Tamer: 1984, p.1). In other words, its function can be said to be of "motivating".

Besides, TV has such functions as carrying information from one center to countless distant targets and removing time and space limitations (McQuail: 1973, p.59).

Because of the lack of constant message, TV fulfils the requirements of being a secondary educational medium by providing the student with the opportunity of visualising his teacher and the concepts mentioned, as well. Meanwhile, it helps the student by presenting him with the data given in basic (primary) means through examples.A distance education student learns theoretical data from his books.Then he can watch his teacher lecturing and practicising on the screen (Tamer:1984, p.2).

Radio has the same function through its "audial message". It has some advantages over TV - except that it can stimulate only one center of perception: ears. Some of the mentioned advantages can be listed as being portable and freeing its audience in terms of location. Moreover, it is cheaper. That is why it can also be classified as a supporting means in distance education.

c) Functions Of Face To Face Communication Systems

Face to face communication has direct "educational" functions. That is, it combines distance education and classroom education together. In this way, it serves the students living in many different geographical settings.

Academic Advising, or teaching service one way of face to face communication provides the students with necessary classroom education requirements. Through academic advising the students meet their lecturers and cover their educational needs.

Another form of academic advising as face-to-face communication is the Student Counselling carried-out by special student information bureaus. This helps students to get rid of such feelings as loneliness and helplessness.

2- Supportive Communication Means

In the distance education systems the supportive media are also employed so as to compete the educational function throughly. These supporting means are the press, the individual means of communication and the postal services.

In distance education systems the press-center aims at providing the students with the opportunity of knowing one another. The press mentioned here are the publications of the distance education institution -newspapers or periodicals. In fact all newspapers - local or national - are continously interested in the distance education systems in that country. However, such newspapers and publications can not fulfil

the supportive services mentioned above throughly because they are outside the system. The distance education press-center conveys the necessary news and announcements to the students living away from one another. This creates the "student to student" interaction besides that of "the" institution to student". With the help of the press-center the distance education student can communicate with his institution (i.e. faculty) and the other students, though they live away from the place where he lives.

In this way it is seen that the press is a medium of the distance education system having educational functions more than others.

However, the press only cannot be regarded as the main medium for educational purposes. This is because the message the newspapers convey has not enough length for education. The second reason is that the newspapers have the tradition of conveying 'news' only. Therefore, newspapers cannot be used as the main media for educational purposes.

B. THE EDUCATIONAL FACILITIES THE USE OF VIDEO BRINGS IN DISTANCE EDUCATION

With the contribution of the rapid technological developments in the production of mass media today, it can be said that distance education means have become sufficient to cover contemporary educational needs.

But in terms of educational communication this is a two sided phenomenon and consequently, open to discussion. On one hand, it is known that these means remove time

and space limitations for students in answering their educational needs. On the other hand, it is seen that in communication through radio and television some limitations are inevitable. This is due to the broadcasting system, which lacks the characteristics of being "constant". In the system, programs are made - according to the planning and regulations of a central authority - in certain broadcasting bands in certain periods. In other words, timing of the programs lacks to be made suitable for distance education students. That is to say, most of these students are deprived of the opportunity of watching these programs whenever they want. A second problem for the students is that they must be present in a place where there is a TV or radio receiver in certain times. This is a problem because in communication through such means the message is conveyed once in a certain broadcasting band and in a certain period of time. Since, the message conveyed through radio and TV is not constant, it becomes a necessity for distance education students to have a constant message.

Here, it can be thought that the books, the written basic educational media, can convey constant messages. Yet books on their own, can not serve students sufficiently within such widespead systems. It should be bear in mind that books are means which can stimulate only one channel of perception. Students may sometimes need to turn some abstract concepts they meet in their coursebooks in to concrete ones. For this they need audio-visual techniques. Besides, it must be remembered that books are those means which can only stimulate one channel of perception and their message is 'written-visual' only. There are also problems in terms of radio and TV communication. For example, the broadcast can be effected by atmospheric changes and to watch programs can become impossible. Moreover, stu-

dents have to be in the area of a TV or radio transmitter to follow the programs. Such problems can be removed with the help of the "distribution" system.

In this case there is another factor to remember: Distance education systems are those which has multi-media. That is to say, in these systems the use of at least four media may be necessary: books, radio, TV and face to face communication facilities. Among these books have the most constant messages and are the cheapest and they can adress to large masses. So they are generaly accepted as the main communication means in distance education systems. But it must be remembered that books can stimulate only one side of perception in comparison with TV.

In fact the principle in distance education systems is that a medium should awake more than one perception channel in terms of education in order to become basic communication medium. That is to say, the communication medium which has most of such educational characteristics must be accepted as the basic medium for educational purposes. The secondary means should be used in cooperation with this medium.

In terms of video being used as a communication medium in distance education system, it is seen that video is a multifunctional means. Therefore, it can be classified as a basic communication medium.

Functions of video when used as a basic communication means within the distance education system can be listed as follows:

- ★ Video will be a great facility for students by presenting a type of education, which is both audial and visual, constant and therefore recursive. It makes individual learning possible. It will be an attractive means because it will not be effected by atmospheric conditions since it will depend on the distribution system.
- ★ Video includes the educational characteristics of radio and television on its own. Therefore, it is expected an effective basic educational medium.
- ★ Video will remove the limitations related with the temporary messages of radio and TV.
- ★ Video will serve for educational purposes without having any time and space limitations.

In order to fulfil the above mentioned services, distance education systems have to organize the distribution of cassettes and postal services very well.

CHAPTER II

DISTANCE EDUCATION IN TURKEY AND ANADOLU UNIVERSITY

A. DISTANCE EDUCATION IN TURKEY

The need for distance education was observed in the late 1960's in Turkey. There are two reasons for this: Firstly, distance education has come out as an alternative to the supply/demand problems of Turkish higher education system. Secondly, the developments in communication technology has become widespread also in Turkey and this has given way to the idea that such means can be used for educational purposes. Today, there is a great demand for all categories of education in many different fields especially in higher education. Therefore even the higher education institutions or the government have had to undertake very important economical and political problems. Some other types of distance education have been examined and experienced but they have either been unsuccessful or abolished in terms of quantitative or qualitative problems. By the time Anadolu University established the Open Education Faculty.

B. A SHORT HISTORY OF ANADOLU UNIVERSITY OPEN EDUCATION FACULTY

Anadolu University Open Education Faculty was established in 1982 after a thirteen-year hard work. The first graduation was realized at the end of the 1985-86 academic term. The history of the Open Education Faculty goes back to 1970's. In those years, State Planning Institution permitted "The Institute of Education through TV" to be founded in Eskişehir Academy of Economic and Commercial Sciences as a pilot project. Soon Cinema and TV Institute was established in order to train technical and academic personnel for the dis-tance education services (Aşkun: 1980, p.1).

During the 1978-1979 term, studies and researches on the distance education have been the topic of academic discussions during the 1st and 2nd International Educational Technology Seminars.

This faculty continued to train qualified technical and academic personnel for the further distance education studies. Through this training process, another process on infrastructure has started.

In order to cover technologies necessary for distance education system, an agreement between Federal German Republic and the administrators in the university has been signed. As a result of this agreement Educational TV and Radio Production Center (ETV) could start color TV productions (Aşkun: 1980, p.27). However this agreement has no validity now.

In 1982, Higher Education Institution was established in Ankara and consequently great changes - in terms of structure and functions - occured in the universities. With the establishment of Higher Education Institution (November, 6, 1981) Eskişehir Academy of Economic and Commercial Sciences has gained a new identity and name: Anadolu University.

In June 1982 Anadolu University was given the right and responsibility of establishing the Open Education Faculty in accordance with the law, numbered 41 depending on the articles number 5 and 12 of the law number 2547 - since the other universities do not have the necessary technology for distance education system. And the university has become a "center" for distance education in Turkey. This task undertaken by Anadolu University has started to be

carried out by the technical staff and experts of the Faculty of Communication Sciences, which has now become the Open Education Faculty. Basides carrying out d.e. the faculty has four "in-school" department as Communication Arts, Cinema and TV, Printing and Publication, Educational Communication and Planning since 1980. Apart from these departments the this faculty has also carried out two programs as "Economics" and "Business Administration" in the name distance education studies at the university level. This faculty organized twenty three local student information bureaus attached to the center and with their help has carried out its educational programs. In 1986 the first group of distance education students graduated from the faculty (Demiray: 1987, p. 26).

C. THE USE OF COMMUNICATION MEANS AND THEIR COOPERATION

Anadolu University Open Education Faculty has employed books, TV and radio broadcasts, face to face communication local through student-information bureaus (LSIB) and academic advising teaching service (AATC) and the written-press with the help of "Anadolu Newspaper" for educational purposes in distance education.

1- Books

The books are the primary communication means for Open Education Faculty students. They have been written and designed according to the principles of distance education. These books include the lessons which are named "units".

The units in these books are prepared by the specialists and they are mailed or distributed to the students by the Open Education Faculty in certain time-limits. Here timing is very important because the books should be studied before the TV and radio programs are on air.

2- Educational TV and Radio Broadcasting

TV and radio broadcasts are designed for supporting educational purposes and therefore, they are considered to be secondary (or supplementary) communication means. The aim of these programs is to help students understand the books better, to present the units with examples audio-visually through TV and audially by radio. Such kind of media can provide the students with the opportunity of knowing their lecturers on the screen or on the radio and in this way get them to know their faculty and the system better.

TV and radio programs are produced with the help of the personnel and technology of the TV center attacked to Anadolu University Open Education Faculty and broadcast all over Turkey in certain hours determined in the negotiations done with TRT (Turkish Radyo and Television Coorperation).

3- Open Education Faculty Student Information Bureaus And Academic Advising Services

As mentioned before, the most noticeable distinction between distance education systems and the traditional classroom education systems is the face-to-face communication. In order to achive a true education process, there is a need for face-to-face communication. That is why, aca-

demic advising have been employed by Anadolu University as it is done in many other institutions throughout the world. Open Education Faculty distance education students are given this service in 22 centers in Turkey through the cooperation with other universities having enough lecturers and physical capacity. (Anadolu 1983, p.1) The universities contributing to academic advising are: Çukurova University, Ankara University, Gazi University, Akdeniz University, Uludağ University, Dicle University, Fırat University, Atatürk University, İstanbul University, Marmara University, 9 Eylül University, Erciyes University, Selçuk University, İstanbul Teknik University, 19 Mayıs University, Cumhuriyet University, Karadeniz Technical University and Hacettepe University.

These universities have the required facilities for these services. The students are informed that they can benefit from these services - the dates are given. But the access to the sessions is not compulsory. In the same city centers where these universities are, Open Education Faculty's is LSIBs have been set up. These bureaus help the students in fulfilling their requirements for being students.

4- Anadolu Newspaper

One of the important problems observed in distance education systems is that students do not have the opportunity of coming together with the other students and that they are deprived of communicating with one another. Consequently they feel themselves alone and alien to the system. The advantage of classical teaching systems is that the students communicate with one another and their instructors in a classroom. Yet this comes out as a problem for distance education student. The solution can be achieved by employing three communication systems. The first one is the face-to-face communication the second is the academic advising and the third is student Connselling.

Yet these services are limited with time and are temporarly not "constant" due to the limited facilities of academic advising and the personnel services. In order to overcome the problem the only way is to have students learn about one another, their lecturers and the activities carried out for themselves. This can be done with the help of a constant communication medium. This medium is a newspaper, which is a written-visual communication means.

For this reason - i.e. to prevent the target student from confronting the problem of loneliness and to make the students a part of the system - Anadolu University has employed Anadolu Newspaper, which is monthly mailed to students, without any payment (Anadolu: 1981, p.1). This newspaper is seen to serve the aims stated above.

Briefly, by all these, Open Education Faculty has aimed at :

- ★ Supplying the target, mass with educational services through the use of contemporary mass-media.
- ★ Serving the target student in the shortest time as far as possible.
- ★ Creating a classroom atmosphere for the students.
- ★ Joining the students and the faculty actively in this system

D. PROBLEMS FACED IN OPEN EDUCATION FACULTY SERVICES

Open Education Faculty has been active for eight years. Now it is necessary for the Faculty to renew itself and cope up with its problems. Here, it must be told that the problems of the Open Education Faculty are those originating

from not its internal organization but from outside factors. In general the problems are as follows:

1-Problems Related to TV Broadcasting

Today, Anadolu University Open Education Faculty cannot broadcast its own programs, which are prepared in the university's Educational TV and Radio Production Center (ETV). The article number 4 of the TRT Institution Law number 2954 is considerably important for this service (Offical Gazette, 1983, No: 18221, p.7). In accordance to this law the university has to cooperate with TRT to broadcast these programs. Yet there are still problems:

- ★ Caused by the TRT's technical and contentist controls.
- ★ Araused in timing of broadcastings.
- ★ Caused by the cancelling of the programs.
- ★ Copyright problems caused by the lack of communication between the two institutions.

a) Problems which are coming out because of TRT's control

TRT checks the programs prepared at the university from technical and contents point of view before broadcasting them. Many programs have been returned to ETV because of technical reasons. This is time-consuming as well as money and labour. Indeed these technical controls were already being made by ETV.

b) Problems observed determining the broadcasting hours

This has been a problem since 1982 when the Open Education Faculty started. In 1982-83 term University's TV programs were broadcast on Saturdays and Sundays only.

Later, they were started to be broadcast both at weekends and some days of the week - before or after TRT program bands.

That is to say, broadcasting hours are very limited and this reduces the rate of students watching these programs and consequently reduces the sufficiency of TV broadcasts.

Problems coming out because of TRT's broadcasting policy can be summarized as such;

- ★ Most of the working students cannot watch these programs since these hours are not suitable for them.
- ★ Since the programs are broadcast early in the morning or late at night, the students cannot benefit from them because they become tired.
- ★ Most of the students resist watching the programs at weekends .

c) Problems due to the postponing or cancelling the programs

TRT postpone or cancel Open Education Faculty programs for any live broadcast-even if it is a football match. This has been a great disadvantage for the students.

2- Problems Related with the Publication and Distribution Of Books

Many problems are faced in the publication and distribution of the books. The reason is; although the books are prepared by the university, their distribution and publication are made by some instituions, other than the university.

3- Problems Related to the Publication and Distribution of "Anadolu Newspaper"

The same problems existing for the Open Education Faculty books effect "Anadolu Newspaper" as well. The newspaper should be published in shorter periods. But for this, financial and distributional problems should be eliminated first. As seen above, there are more problems factor in the TV and radio programs when compared with those in books. As it is said before, the most crucial factor in distance education is the use of audio-visual materials, effectively and efficiently. Therefore, it comes out very important for the Open Education Faculty to develop a model about the "use of video for educational purposes" and "video teaching".

CHAPTER III

VIDEO and DISTANCE EDUCATION

A. THE FACILITIES "VIDEO" WILL BRING IN TO THE OPEN EDUCATION FACULTY

In Turkey there has been an increasing demand recently for university education. Therefore, the distance education model has gained much importance. The Open Education Faculty has always been an alternative for the university student candidates. For this the Open Education Faculty;

- ★ Has primarily carried out the studies on the need for university education in Turkey in terms of quality and quantity.
- ★ Has tried to build up necessary strategies in providing and using of the necessary means to cover this need.
- ★ Has finally trained the qualified technical and academic staff and the legal structure to start and carry out the distance education.

Thus, the Open Education Faculty has aimed to find a solution for the great demand for the university education in Turkey. And it can be said that it has reached this aim.

Here it is necessary to mention a characteristics of communication technology employed by all distance education systems. As it is known, distance education systems employ mass media which are the products of communication technology for educational purposes. Therefore, the latest developments in communication technology are included in the distance education systems in terms of their contribution to this aim. Every development in communication technology reduces the price of the system and activates the processes. Therefore all the educational institutions undertaking distance education have to be sensitive to the technological developments in communication field and have to

follow them. Otherwise they become in danger of not being able to catch up with the requirements of the age as in the traditional education system.

It must be bear in mind that the Open Education Faculty has to keep up with contemporary means of communication and their constantly improving technology.

Video is a new product of communication technology. It seems to be a very economical and useful medium. It has almost all the necessary characteristics of the other communication means. In other words, with the use of video - in distance education - for educational purposes, a very efficient means of communication will be employed. Therefore, we must consider the following questions;

- ★ How can the use of video contribute to distance education systems?
- ★ How can "Video teaching" be used in the Open Education Faculty activities?

It can be thought that the Open Education Faculty has had to employ many communication means for educational purposes. These are book, radio, TV and face-to-face communication.

- ★ Books are the primary means in that they convey constant messages, give way to individual learning and they are cheap. They also prevent students from spending money on. And they are not effected by atmospheric conditions.
- ★ Television is an important secondary medium because it is an audio-visual means.
- ★ Radio is an audial means and it supports education.

★ Depending on face-to-face communication, academic advising services have taken place as a secondary means.

What is more,it has been stated above that there is another supportive service given through the press with the purpose of helping the students in their problems like loneliness and alienation.

Here it is observed that four media for different educational purposes and functions have been employed by Anadolu University. This means that the Open Education Faculty has to spend great amounts of money to carry out its educational services.

It is observed that in terms of educational communication standards "video" has all the necessary qualities except that the equipment is too expensive of being a primary education medium to be employed in distance education. Yet, books and academic advising are still very important means for the Open Education Faculty students.

Radio and TV will be employed as supportive means - due to their communication characteristics and their usage - together with the written media.

Through such an approach it is possible to develop a model for the use of video in the distance education carried out by Anadolu University (See FIGURE: 2).

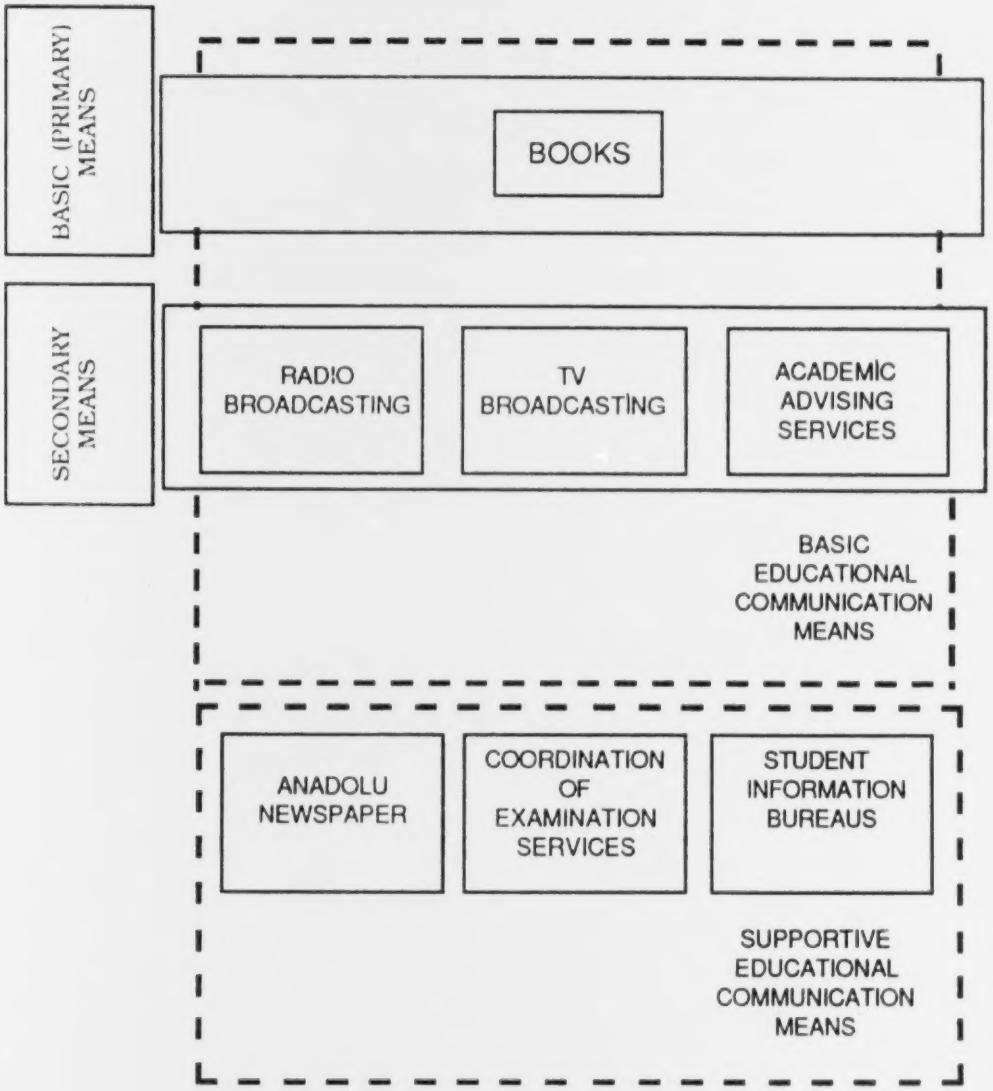

FIGURE: 2 Employment Strategy of Communication Means in the Existing Open Education System.

The functions of the media and their place within the system are as follows;

- ★ Video may become a primary means for educational purposes.
- ★ Books may become secondary educational means in this system.
- ★ Thirdly academic advising (teaching) services may take place in the system. These services can be supported by video programs.
- ★ TV and radio broadcasting together with Anadolu Newspaper may be employed in the new model.They can have both educational and supporting functions. The characteristics of these media enabling them to have the two functions mentioned above is that they are both mass-media depending on the principle of news-giving.
- ★ Examination-services coordination and local student information bureaus will carry out the same functions in this new model.

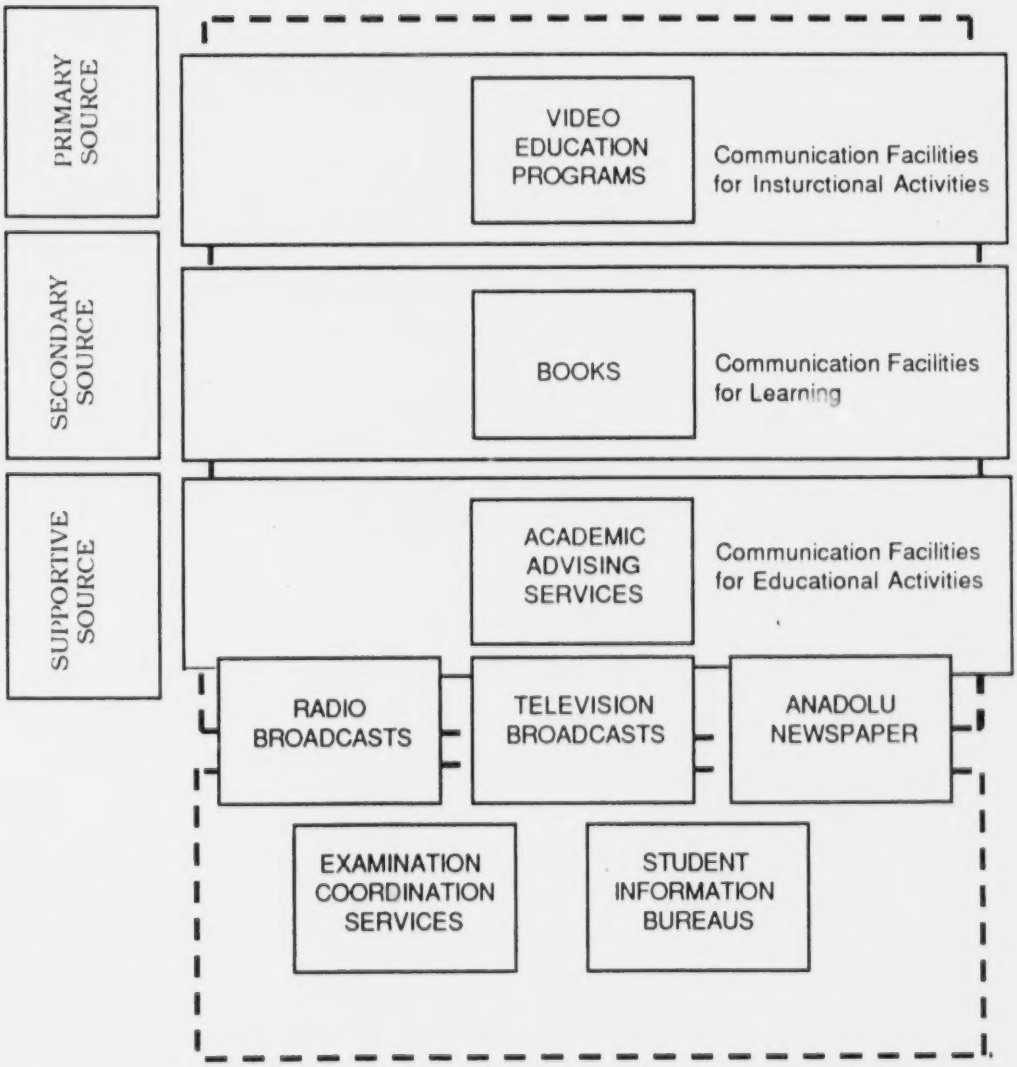

FIGURE: 3 The Proposed Employment Stategy of Communication Means in the Open Education System where Video is used.

Video is thought to be a very effective and useful means in distance education. However, its being very expensive - beyond student's afford - makes it almost impossible to buy and prevents its individual use. In this case the following should be considered:

★ A research on the number of Open Education Faculty students who have their video sets can be made. In this way the students having their own video sets can benefit from the video programs individually.

★ For those who do not have video sets, video programs can be shown in student centers after the necessary technical equipments are installed and physical capacity is improved - through the necessary planning and organization.

★ Another consideration is that the production cost of the equipments will be reduced through a set of legal regulations. Consequently the prices of video sets will be lowered.

At this point a regulation must be mentioned, which was passed as "The Law of Cinema, Video and Music Administrations", having the purpose of contributing educational, cultural and national functions to the works mentioned above.

In order to achieve this for the video programs to be used in education no registration tax will be demanded by the government (official gazette: 1986). This law has been of great support for the Open Education Faculty in Distance Education Model.

Another important point on the use of video for educational purposes within the Open Education Faculty system is the localization of this service. For this it is suggested that video services can be placed as the seventh one a long with the other six services.

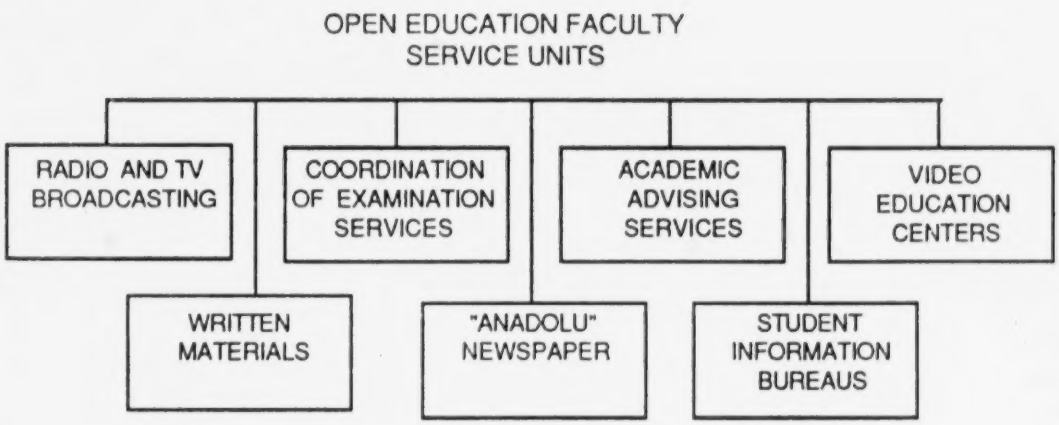

FIGURE: 4 The Localization of Video Education Services within the other Open Education Faculty service channels.

Video Education services are planned to be carried out mainly in two phases: i) Setting up the Video Education Center (VEC) in the body of Open Education Faculty ii) Setting up Video Education Libraries (VEL) in the student information bureaus in local provinces.

After these have been achieved, the programs in the Educational Television and Radio Production Center (ETV) will be transferred into the Video Education Center archives.

The aim of such archieve is to make the unit produce video cassettes on its own without obstracting ETV Later on, the programs in the VEC archives will be done, and they will be packed and mailed to the local student information bureaus. For the video teaching services to be useful in the student information bureaus the video education classes and the video casette libraries should be very well organized. The video programs time-table prepared by the central unit will be announced to the students by VEC staff.

In this way an important step on the use of video as a distance education medium will be made and the students will equally benefit from this service. The necessary works that would be done in the organization of VEC and VEL have been shown in FIGURE: 5.

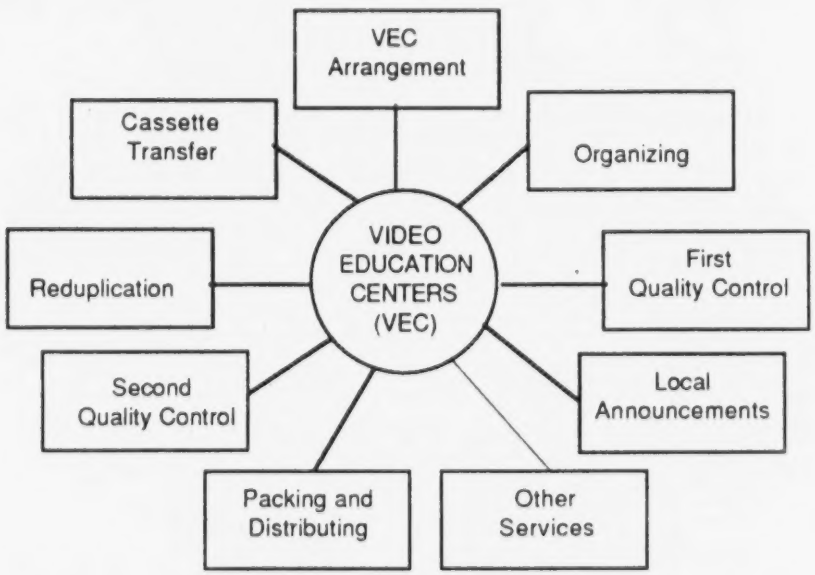

FIGURE: 5 The Suggested Video Education Center Units.

As seen in FIGURE: 5 the main function of the Video Education Centers are to cover the students' need for TV broadcasting without having any stops because of technical reasons with ower sometimes.

In the distance education there is a great necessity for the use of video because:

★The message through video is "constant"
★The message is constant and it can be repeated if wanted. Repetition is necessary for "reinforcement". Therefore it is not possible for a TV or a radio program which is broadcast once and which cannot be repeated to give a constant message.
★Any communication activity must have the feature of "reinforcement" in order to be educational.
★Reinforcement can only be realized in education through repetition.
★To have "repetition" the message must be"constant".
★The message should not be audial or visual only.The media should combine these two characteristics i.e. it should be both audial and visual. It is possible to achieve this through video as TV. Yet the message is "constant" in video. And there is another reason why video has the most educational characteristics: Video education makes students join the education process because every cassette will be prepared in consideration with their demands.

Moreover, the message should dired his target to active participation, which is an important factor for the process to be effective. That is to say, the process should be both "teaching" and also "learning" process.

That is, the instructor will direct his educational service to the student. But the student will not be just a student. He is going to be the customer-buyer of the services presented to him.

B. VIDEO EDUCATION CENTER (VEC) HOW IT RUNS

Video education service, which will be performed by using a VCR assessing Open Education Faculty TV programs and using the facilities of Open Education Faculty student centers, will go through the following organizational processes.

1-Process of Transferring

★The programs in ETV broadcast so far will be transferred in U- matic, 3/4 inch cassettes.

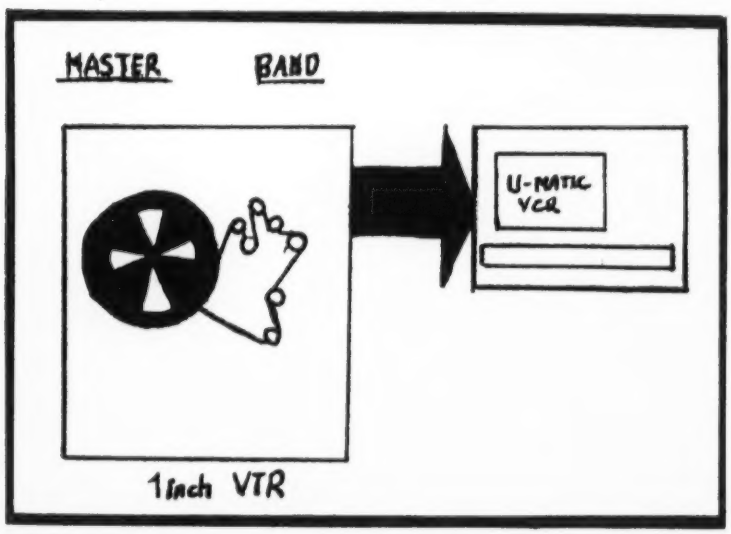

FIGURE 6: The Process of Transfering Master Archive Tape.

U-matic 3/4 inch cassettes can be reproduced without their sound and vision quality are lowered. This type of cassettes can be used as master cassettes in semi - professional studies. This is not possible in 1/2 inch "amateur" cassettes. Therefore U-matic 3/4 inch cassettes have been chosen for VEC master archive. The most suitable U-matic 3/4 inch cassettes for the master archive are the ones lasting for 60 minutes. The longer the duration of the cassettes, the lower their prices are. For this reason 3/4 inch 60 minute U-matic video cassettes can be used.

★ During the transfer "quality control" should be done.

★ On the back of the cassette covers "Master Cassette Number" (See FIGURE: 5) will be sticked. This number consists of the following information;

a. Cassette No : 001
b. Course Code No: 101
c. Unit Number: 1,2,3

★ There are two forms for the re-recorded cassettes. One is the "Master Cassette Information Form" (See FIGURE: 6). The other one is the "Master Archive Information Form" (See FIGURE: 7).

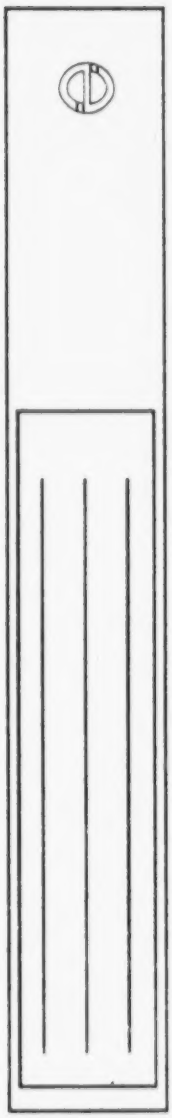

FIGURE: 7 Master Casette Number Form

MASTER CASSETTE INFORMATION FORM

I.RECORDING CLASS: Recording Date:

NAME OF THE COURSE :
NAME OF THE UNIT :
INSTRUCTOR :
UNIT CODE NO :
RECORDING PERIOD :

IInd. RECORDING CLASS: Recording Date:

NAME OF THE COURSE :
NAME OF THE UNIT :
INSTRUCTOR :
UNIT CODE NO :
RECORDING PERIOD :

IIIrd. RECORDING CLASS: Recording Date:

NAME OF THE COURSE :
NAME OF THE UNIT :
INSTRUCTOR :
UNIT CODE NO :
RECORDING PERIOD :

FIGURE: 8 Master Cassette Information Form.

Casette No	Course Code No	Unit No	Name The Unit	Instructor	Recording Period	Total	Recording Date	Notes

FIGURE 9: Master Archive Information Form.

2- The Process Of Reproduction

The programs in the Master Cassettes will be copied to the cassettes to be distributed to the offices.

The cassettes which will be rerecorded will be 1/2 inch amateur home-video cassettes.And the professional cassette format will not be necessary because these cassettes will not be reproduced. This is also necessary to keep cassette prices low.

In the reproduction phase, 1/2 inch cassettes are used. Three hour duration types of these cassettes are

seen better in terms of low cost price. Reproducing process is realized through the following:

- ★ The sound and vision out put of U-matic 3/4 inch VCR will be attached to the distributor.
- ★ Within the distributor's capacity a great number of cassettes possible will be attached to the distributor. (The distributor in ETV can be used for this porpose for the time being. Yet distributors with larger capacity can be produced in ETV electronic laboratory.)
- ★ The sound and vision outputs of the distributors will be attached to VCRs.
- ★ Later on reproduncing will be realised.
- ★ During this process "first quality-control" will be done in the U-matic output, then in the distributor output.
- ★ On the back of the cassette covers "Cassette number" will be sticked. (See FIGURE: 10).

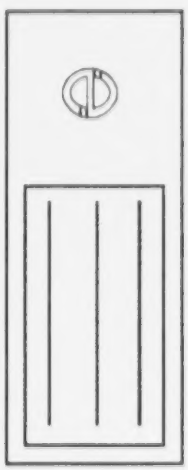

FIGURE: 10 Cassette Number Form.

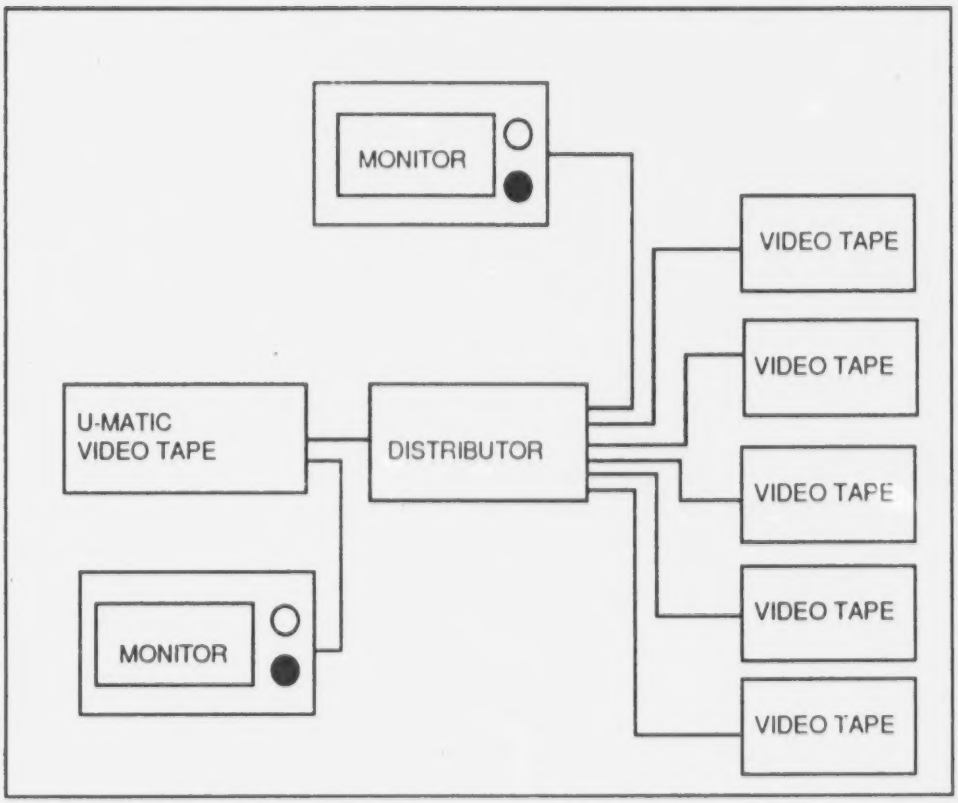

FIGURE: 11 The Reproduction Process.

★ Video cassette covers can be the same colors as the books. This will be useful interms of cataloging them in the libraries.

★ The Reproduction Information Form" will be used for these cassettes.

Cassette No	Course Code No	Unit No	Unit	Instructor	Period		Reproduction No	Notes
					Code	Total		

FIGURE: 12 Reproduction Information Form.

3- Process Of Quality Control

The purpose of quality control is to test the cassettes for the last time in terms of sound and vision. For the quality-control the following should be considered:

- ★The sound and vision quality control of reproduction will be done through the video tapes and the monitors.
- ★Numerators will be checked
- ★After the quality control this data will be written on the cassettes which are ready for distribution.
- ★After the quality control has finished "Quality Control Form" (See FIGURE: 13) will be filled in and put in the "VEC Quality Control File".

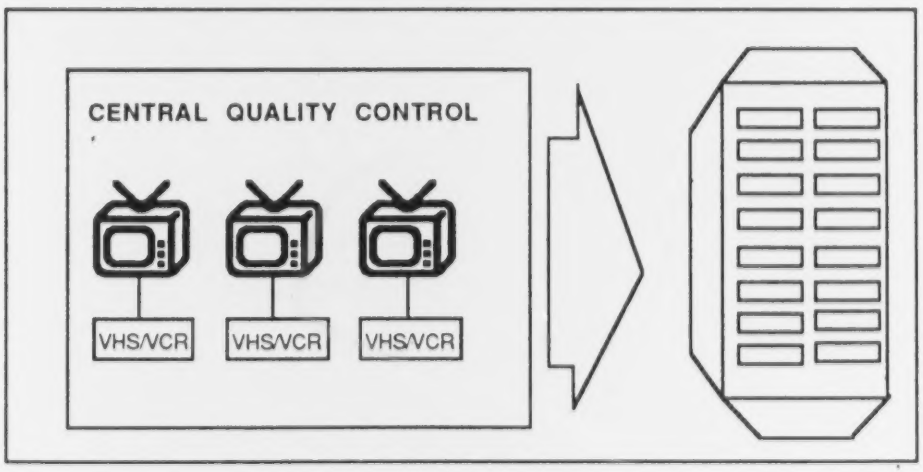

FIGURE: 13 The Quality Control Process.

Cassette No	Unit Code No	Negative	Notes

FIGURE: 14 Quality Control Form.

★ The cassettes whose quality-control is negative will be re-reproduced.

4- Process of Packing and Distribution

Packing and distributing the cassettes is the last process that VEC will perform. In terms of packing there are some important points:

★ Video tapes are magnetic and can easily be effected magnetic conditions. Therefore, they should not be exposed to magnetic conditions.
★ Packing should be made in such a way that it can protect the cassettes against sudden strikes.
★ Packing should be "temperature-isolated" because temperature is a negative factor for the cassettes.
★ Dust, as well as temperature, effects the cassettes and VCRs. So the packets should not allow dust.

★ The vehicle the cassettes are transported is a very important factor. The most convenient way of transportation is high way - transportation - after necessary procautions for packing are taken.

5- Cleaning and Care

Every morning in each section of the equipments will be cleaned with great care. This cleaning will include U-matic 3/4 inch VCRs, 1/2 inch VCRs, monitors, and the room.

C. OPEN EDUCATION FACULTY STUDENT INFORMATION BUREAU, VIDEO EDUCATION LIBRARIES (VEL) ORGANIZATION

1- The Replacement of Video Education Libraries

The cassettes transported to the offices will be classified, firstly in terms of the years (classes), then in terms of courses and then will be placed on the shelves.

2- The Quality - Control of VEL Cassettes

VEC sends the cassettes to VEL and their quality control is done once more to prevent a problem in the sound or vision of the cassettes. If there is any cassette whose quality control is negative, this will soon be send back to the center and later will be taken to VEL.

3- (VEL) The Use of Library Cards

Library cards will be prepared by VEC. Students can find the unit and the cassette from the cassette numbers in these cards.

4- "Cassette Form"

Students after finding the casette they need to watch, will have to fill a form including (See Figure 14) the name of the instuctor and of the lesson and the casette number. This will help the Open Education Faculty statistically in that it will be possible to determine for which courses the students want to watch programs more and the reason for this.

5- Fees

Students will have to pay for video services in return for receints. The amount of payment will be determined by the Open Education Faculty administration. Copies of the receipts will be taken in to VEL file for the accounting services.

6-The Video Services In the Offices

In the student information bureaus the staff in charge of video services will help the students watch the cassettes considering their needs. He will present the related unit of the video cassette. He will stop the VCR when the students want to taken down notes, he will rewind if the students want to watch something again and he will let students discuss within the given period of time. However, a cassette can only be watched 200 times. Therefore; each cassette when completed 200 visions should be sent to the VEC and renewed.

OFFICE	:	Date:
Name	:	
Open Ed. Fac. No	:	
Year	:	
Cassette No	:	Reasons for comming to VEL
Name of the Lesson	:	a) ( ) Cannot watch on TV
Instructor	:	b) ( ) Want to watch once more
Unit Code No	:	c) ( ) Other Reasons

FIGURE 15: Cassette Form.

A very important factor in these services is their coordination. VEL staff should work harder - even at weekends.

7- Watching Form

A form as seen in Figure 16 will be used for financial and statistical purposes.

UNITS	Jan.	Feb.	March	April	May	June	July	Aug.	Sep.	Oct.	Nov.	Dec.	TOTAL

FIGURE: 16 VEL Watching Form.

8- Cleaning and Care of Technical Equipment in VEL

Every morning daily cleaning and care of the equipments should be made. Every day VCRs, monitors and the video education class must be cleaned.When video technology and electronics are concerned it is known that, the basic factors damaging the equipments are dust and dirt. Therefore cleaning is very important for the electronic equipment to be used for long-duration.

However, these are sensitive equipments, and they can easily be damaged. In this case the following solutions should be considered:

- ★ The office staff can employ a mechanic in that city. But this will bring an additional cost to these services. Therefore, this should be the last solution.
- ★ The staff can get in touch with the electronic equipment firms, from which these devices have been bought. This solution is functional and economical at the same time.
- ★ The TV Education Institution staff can undertake this. But ETV staff cannot easily be sent out a way from Eskişehir - especially in periods of hard work. This should be thought as a secondary solution.

9- VEL File

At the end of every watching session all forms should be put in a file and sent to central faculty.

D- VIDEO EDUCATION CENTER COORDINATION UNIT

The works of Open Education Faculty VEC can be considered from three different angles:

i) Works before the practice
ii) Works during the practice
iii) Works beyond the practice

1- Coordination Unit Preparations

★ Open Education Faculty VEC coordination unit will primarily supply the necessary technical equipment.VEC unit will undertake the job of installing these equipments both in VEC and VELs.

★ Coordination unit is also responsible for the supply of 60 minute U-Matic 3/4 inch and 1/2 inch casettes.

★ The unit will cooperate with the "ETV planning and Coordination Unit" and will carry out the task of reproduction of the 1 inch tapes in the archives, the use of 1 inch -VTRs by VEC and the transfer of archive records to VEC forms.

★ The unit will also be responsible for the supply of the following stationary:

- ETV Archive Information Form
- Master Casette Information Form
- Master Archive Information Form
- Distribution Information Form
- Casette Reproduction Chart
- Quality-Control Form
- VEL Cards Designed
  - i) in terms of instructor name
  - ii) in terms of units
- "Casette Form"
- Receipt For The Video Services
- Watching Form

★ Another unit for the video education in the student information bureaus will be held. This unit will coordinate the periods which these services will be given to students.

THE NAME OF THE UNIT	:
INSTRUCTOR'S NAME	:
UNIT CODE NO	:
DURATION	:

FIGURE 17: VEL Cards Designed in terms of to the Names of the Units.

THE INSTRUCTOR'S NAME	:
THE NAME OF THE UNIT	:
UNIT CODE NO	:
DURATION	:

FIGURE 18 : VEL Cards Designed in terms of the Names of the Instructors.

★ Both the student information bureaus personnel and the VEL staff will be given in-service training in terms of the use and care of the equipment and the services carried out in the bureaus. For the in-service training a video program can be prepared and it will be of great help. For this training bureau-staff can be gathered in the center this will make a more rapid and economical training.

★ It is necessary for the Video Education Program to be publicised. For such a campaign different media can be used:

i) Anadolu Newspaper will be very effective in this campaign.

ii) Brochures for Video Education can be distributed to students.

iii) TV and radio programs are of great help.

2- Coordination Unit Practices

★ This unit will check all VEC studies.
★ The unit will continuosly keep in touch with ETV Coordination Unit in terms of master cassette archives and changes done.
★ The unit will make filing of copies of "Master Archive Information Form" and "Master Cassette Information Form".
★ It will make the transfer and filing of a copy of "Distribution Cassette Information Form" and "Reproduction Charts".
★ During the quality-control process it will make the transfer and filing of "Quality-Control Form"
★ The unit will under take the task of packing and distribution of the cassettes.
★ It will carryout the task of controlling the transportation of "Video Education Library Cards" to the information bureaus.
★ It will plan and control the delivery of "Cassette Forms" and the other necessary documents to the information bureaus.
★ It will check the delivery of receipts of watching to the students information bureaus.
★ It will check the delivery of the "Watching Forms" to the student offices.
★ The unit will prepare the VEC report at the end of the term. This report will include the distribution of cassettes in terms of the following information:

- Cassette No :
- Year :
- Lesson :
- Unit Code No :
- Instructor :
- The reason for watching :

Another information which the report will include is the annual total of VEC income. This amount can both be calculated and checked through the watching forms and the receipts.

3- Coordination Unit's Additional Practices

★ The unit will constantly be in contact with both national and international video producing firms. This will help Open Education Faculty both financially and educationally in terms of technology, new products and changing prices.

★ The unit will also be in constant contact with the other institutions abroad using audio-lingual means.In this way information on how these institutions work, what organizational characteristics they have will be gained.

★ New dimensions will be brought to the VEC through the contacts with the other countries mentioned above and with the help of the researches the coordination unit carried out.

★ The introduction of the VEC will be realized through these contacts.

★ The unit will also carry out studies on the VEL staff and Open Education Faculty students, consequently, problems within the system can be determined. Students'

suggestions will be taken in to consideration for these problems. If necessary a reorganization will be done.

★ This coordination unit will carry out the contacts between VEC and the other units of the Open Education Faculty

CHAPTER IV

EVALUATION

A. OPEN EDUCATION FACULTY UNITS IN COOPERATION WITH VIDEO EDUCATION CENTER

1- Academic Advising Centers

Video Education Centers (VEC) and VEL (Video Education Libraries) can support the face-to-face education carried out by academic advising services. In other words, during face-to-face education service video can be used as a supplementary material.

2- Radio Club

As a result of the cooperation with the radio-club, the tape cassettes can be produced in Video Education Centers (VEC) and delivered to the distance education students.

3- Anadolu Newspaper

With the cooperation between Video Education Centers (VEC) and Anadolu Newspaper, Video Education Center (VEC) news programs can be produced. Additionaly open education students can beinformed bythis facility.

4-Anadolu University Data Processing Center

Through the cooperation with this center, researches about the effects of video education on the distance education students can be carried out. This center can also store data related with Video Education Services.

B. PREPARATION BEFORE VIDEO EDUCATION

Video Education Center should make some pre-service preparations before begining to perform distance education services.

1- In-Service Training VEC and VEL Personnel

Open Education Faculty staff will be trained on the use of video equipment, cleaning and maintanance on the system and on the purposes of video education services.

2- Announcement of VEC

Written communication media - local, regional or national media - will be used to announce Video Education Services to the students.

Another alternative for the annouuncements is the facilities of the student information bureaus in 22 provinces.

A guide- book for the announcement of theVideo Education Services can be prepared as another alternative.

3- VEC Pilot Project

Video Education Services should be tested through a pilot project in terms of organization and success. This pilot project will be limited interms of the number of student information bureaus and of courses.

C- CONCLUSION

It can be said that communication activities with educational purposes have had parallel developments both in the history of man and in the history of an individual, which can be defined as the life of an individual. However, the reasons behind this parallelism cannot be regarded as coincidences. It will be a more positive approach to define these parallel development as the sum of the educational interaction which man has gained throughout his life.

This becomes a more meaningful approach when man's efforts for the historical developments of educational interaction and man's - as an individual - educational processes are compared. The individual - educational processes are compared. The individual finds himself within the communication activities as soon as he is born. Yet the communication of the individual at this stage is throughly aural and lack the necessary constant message. At this stage the aim is to establish the principles of communication around common symbols and their installment -i.e. learning - and organization. Because it is not possible to start processes of education without developing communication possibilities, which can be defined as a common system of symbols. Therefore during this period the development of "language" which is an expression of communication possibilities, gains importance. Another characteristics of this period is that the individual has to establish social relations in order to survive, which is known as the"socialising process".

The second period in the history of mankind and that of the individual includes the concept of "labour-division in the community". The activities at this stage canbe said to have developed in the building of community labour - division,

which is an extention of socialising process. Depending upon this development educational activities start to have the characteristics of "being constant". When the "message" is constant, an activity with the purpose of education can become more effective. In such activities human beings and the individual try primarily to depict what is told or said aurally and in this way try to make the message be constant and more effective. That is why "drawing" and later on "writing" have gained importance and became constant communication means. The children's learning to draw before to write is an example to this. At this stage a relation between the message's being constant and the labour- division in society can be observed. The permanacy of the message is a prerequisite of its reoccurance as well as that of the stability of communication. However, at the same time in parallel to the detailed social labour - division it is seen that the individual enters a process of selfishness. That is to say an "individualization" process starts. The individual is in conflict with the organizations in the society. This inclination for "individualization" will effect consenderably the forthcoming educational communication activities.

Man's inclination towards "individualization" becomes the most dominant in the period of industrialization, which is the period of "man struggling with contemporary living conditions". The developments in the educational communication technology have prepared man's process of being a member o f "masses" and then becoming an individual again. These two processes occur in the period of school. Yet, man gradually becomes an individual, during his education. The educational communication activities in this fourth stage have shown the necessary qualitative and quantitative attempts depending on man's nature.

The characteristics that communication for educational purposes has gained as a result of the above change are as follows;

- ★ Adressing masses,
- ★ Variety of subjects and fields,
- ★ Reduction in cost-prices per individual and the system qualitative and quantitative sufficiency,
- ★ The speed of processes,
- ★ Attendancy to cover the demands from different categories,
- ★ Making individual and independent learning possible,

Therefore, today, there has been a need for a new education system other than the traditional system. Because the traditional education system has become insufficient today to cover the requirements of the age. Consequently, distance education system has come out as an alternative and a suggested solution. Distance education systems can very broadly be described as the systems which cover the need for modern contemporary education which is, sufficient enough to remove the problems of traditional systems, which use communication technology. At this point we must consider the communication means, which consist of the base of distance eductaion systems. These means - mass media- have been employed to cover different educational requirements arising today. Their characteristics are;

- ★ Stimulating more than one perception channel,
- ★ Serving as a whole,
- ★ Stimulating every channel of perception at the same time,

★ Having constant messages,
★ Having recurring messages,
★ Making individual learning possible,
★ Having students to control the message,
★ Reducing cost prices of
★ Having noticeable messages,
★ Providng the facility of 'clear' messages,
Secondary School Curriculum

CHAPTER V

THE PILOT PROJECT SUGGESTION

A. THE REASON FOR A PILOT PROJECT

A pilot project is necessary to test the Video Education Services prepared by Video Education Centers (VEC) - before its presentation in the student offices in terms of its benefits and unpredictable lacking points. In this way the system will be improved and its success rate will be tested. At the end of the pilot project, with the data collected, reorganization - if necessary- will be made.

Also, this project will be carried out with a low cost and will not be an economical burden to the university.

B. LIMITATIONS

Video education Pilot Project Stage, as it is served up to now, has some limitations. These limitations are as follows;

★ Video education is in "pilot project stage" therefore it is not widespread to all OEF bureaus but only five over twenty two of them. This limitatin is on purpose.
★ For the pilot project stage the field is limited with only Foreign Language (English) Program". This program is divided in to four groups including four categories. The first groups includes units from 1-30, second group uncludes units from 31-60, third group includes units from 61-80 and fourth group includes units from 81-100.
★ Video education classes are limited with 20 students for one period.
★ One session of a Video Education Program is limited with two and a half hours including two units per a session.
★ Video education as it is planned at the beginning of the project is a supportive service. In other words it does not propose to teach English to complete beginners but to

support OEF students learning English as an additive service to other instructional means like books, TV and Radio broadcasts, academic supervising services, etc.

★ Video Education service is only for distance education students of Anadolu University Open Education Faculty.

C. PURPOSES

The purposes of video education service in pilot project stage are as follows:

★ To look if video education can be integrated in to other functions of OEF bureaus-without disturbing or spoiling them.

★ To look if video education is convinient or not when served in the video education classes at the bureaus distant from Video Education Center (VEC) in Eskişehir.

★ To findout the missing (or failing) points of the system and the service procedure.

★ To prepare a perfect communication channel between Video Education Center in the central faculty and the Video Education Classes in the OEF bureaus distant from the central faculty.

★ To obtain a supportive audio-visual learning teaching alternative to the working students just at the moment when the OEF educational television programs are on air and therefore missing the chance to watch them.

★ To obtain a supportive audio-visual learning-teaching alternative to any Open Education students missing to watch educational broadcasts for any other reasons besides working.

D. RUNNING THE PILOT PROJECT

The first step is the preparation stage. Preparation of: physical environment (classes, desks, noise isolation), the technical equipment and tutors are all done in this stage. Than announcements are done either by the help of local and nation-wide press or at the storyboards of LSiEBs. After announcements registrations are done in "A", "B" and "C" levels, according to the students' demands. They are asked to pay approx. 10 USD as for a term fee.

A "Pre-Level-Test (PLT)" of hundred questions including the subjects of the level units- is given to each of student to clear out their level of proficiency in English, just at the beginning of a term. Then VE term starts. At the beginning of each unit, in a daily session, a "Pre-Unit-Test (PUT)" of ten questions concerning the subjects which will be covered in the daily session is given to each student. This test is asked to be answered in 10 minutes. Then the tutor pushes the button and lets the unit flow on the screen. If he thinks it is necessary to pause or reshow a sequence he does it. As well as the the tutor any student can also ask the tutor to do the same thing, for discussions. Thus, the students are anabled to consolidate their learning by the help of repetitions. At the end of each daily session a "Post-Unit-Test (PsUT)", of the same ten questions of pre-unit-test, is given. By this way, the variation learning achivement is easily cleared out. In the project video instruction is basical source and the tutors function is supplementary. At the end of each, term a "Post-Level-Test (PsLT)" of the same hundred questions as the PLT is given to the students. Thus; the improvement of students foreign language skills, the learning achivements in a term basis and the efficiency of VEC project can easily be measured, controled and cleared out.

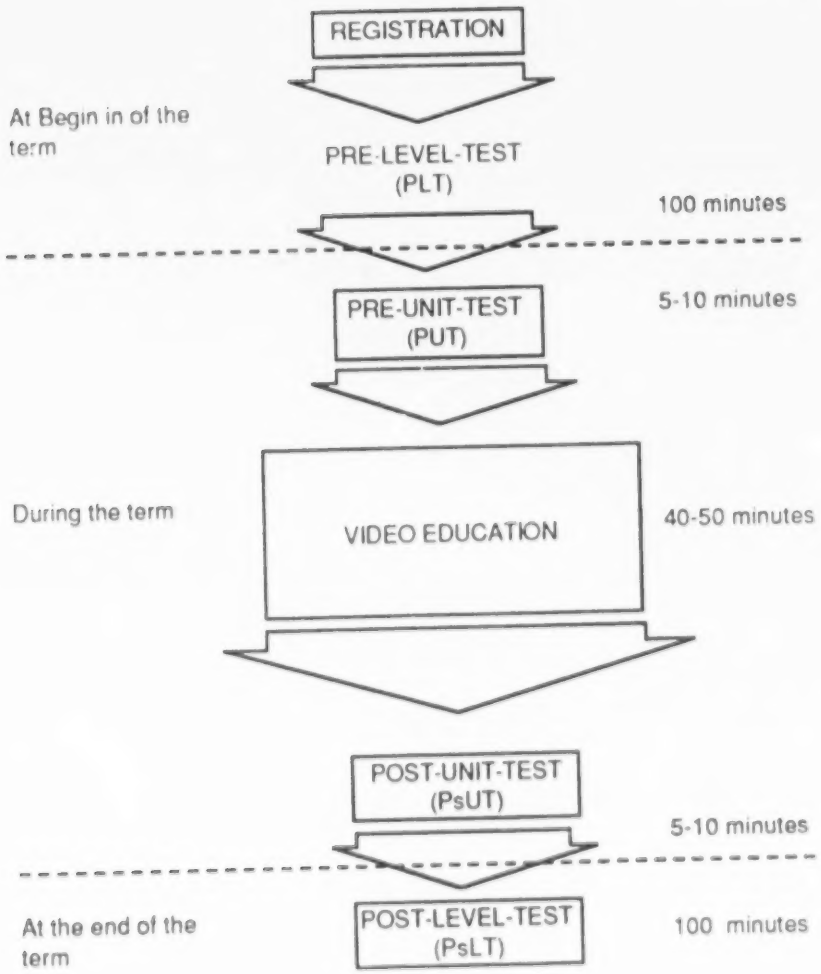

FIGURE 19: Operation process of The Video Education Centers.

As it is easily understood the main source of instruction is not the tutors as it is in the traditional educational systems, but the video instruction. The two main reasons for this are as follows:

The quality level of are tutors in each region where Video Education Classes are established are not the same. For this reason if the system would be built on instructors there should be standard or quality differences.

But as the central organization for video education (Video Education Center, VEC) considered that the quality level of video instruction is standart the main instruction source should be video message. But the function of the tutor is to support video instruction to consolidate or to strenghten the students learning. Therefore in the instruction system of Video Education Centers video instruction is the basic (primary) instruction source but the teacher is supportive (secondary) teaching material like a counselling service. By this way teachers are conserved from being worned out.

E. RESPONSE FROM THE LOCAL VE CLASSES

With the data collected by the end of the pilot project will become easier to determine the programs students want to watch.

- ★ The students who come to the video education classes for Video Education will be given questionnaires at certain periods.
- ★ Through the period of pilot project Video Education Libraries (VEL) staff will prepare a detailed report daily. In their report they will state the missing points, the problems and their suggestions.

F. SUGGESTIONS

There is no one method of employing the communication means for educational purposes. The method changes in consideration with the structure of the system and the goals of the education. The selection and use of the media have been decided primarily keeping in mind the quality and the requirements of the target students and then the characteristics of the media to be employed. In other words, the mass media used in the distance education system does not have just one function and method, on the contrary to those of the traditional education systems.

Therefore, Anadolu University Open Education Faculty has established its own model for distance education and has started as an alternative and a suggested solution for higher education in Turkey. This can be regarded as a success from the viewpoint of the objectivity and trustability of the distance education model. However, the faculty should employ the latest technological developments in order to obtain better results.

In the light of the above ideas, it can be said, that Video Education Centre will continue to be very functional even if the Open Education Faculty will starts its own TV and radio broadcasting.

Now, in consideration with the new functions of Video Education, it will be possible to develop further educatinoal projects going beyond the Open Education Faculty students. In this way, the target mass benefitting from the Open Education Faculty services will have greater dimensions and the system will be able to serve not a limited number of students but the Turkish society on the whole. The distance

higher education programs on "Busines Administration" and "Economics" and The Teachers Training Program" are examples to nation wide open education administrations and "West Europe Project" is an open education administration which goes out of the barriers of Turkey.

The other suggested services are as follows:

★ Foreign Language Teaching To Masses

In this context there are two main points to be considered. Firstly, more than one foreign language should be taught. And secondly, these programs should be designed according to the needs of different categories such as beginner, intermediate, advanced and occupational.

★ Video Programs Supporting Primary and Secondary School Curriculum

In Turkish Education system there has been a lack of "practical" learning. Video programs designde in accordance with primary and secondary school curriculum will help students to come up with this problem. For the primary school program the units can be explained with examples on the video cassettes. For the secondary school programs laboratory studies can be watched. Language courses can also be given through video.

★ Occupational Education

The educational needs of the personnel having different occupations can be determined. And these people can be educated in their fields through video programs.

★ Art Education

Education for artistic purposes can be given through the video-which is an audio-visual medium.

★ Sports Education

Open Education Faculty can help the students overcome the problems in sports through Video Education Centers (VEC) because Turkish people's training to have a sporting spirit is generally accepted as a must.

★ Educational Services For Turkish Citizens Living Abroad

The problems of Turkish people living abroad - especially Turkish children's educational problems - have recently been a matter of actuality in Turkey. Because Turkish children - under the influence of foreign education systems - have been in the process of alienation against their society's norms. Another dimension of the problems that such people can not adapt to the norms of the society they live in. For this language can be an important factor. Thus the Turks living abroad can neither adapt to the foreign society nor their own society (Aşkun: 1979, p.23). When they return to Turkey, it has been observed that, the adaptation problems reach higher dimensions. In this case video education will certainly be of a great service for such people in that educational services are the tool for uniting people living in the same society. However, in order to serve for such purposes Video Education Center (VEC) should be given the right of producing its own programs. For this, Open Education Faculty - Radio and TV Production Center should be established. Video Education Studies with this purpose have been started.

When this study is analysed from a wider perspective, it is seen that Anadolu University - "Video Education Services" have been set up to cover the TV broadcasting, which cannot reach a desirable level because of legal and educational reasons.

In other words, Video Education Center (VEC) studies will compensate for the lack of an educational TV channel education channel - belonging to Anadolu University.

Yet there is a question: Will Video Education Center (VEC) have no functions if the university starts broadcasting its own educational programs by its own TV channel? The answer depends on the technical characteristics of video, which TV does not have.

However, it is necessary to discuss what kind of possibilities the university will have when it is given the right of broadcasting. Anadolu University Open Education Faculty will have no control of other institutions - other than its self - controlling over it self when it starts broadcasting.

In this way Open Education Faculty broadcasting will be autonomous and more effective through the distance education system. In that ETV productions will not be rejected by TRT because of technical controllings and the broadcast hours will be determined by the Open Education Faculty itself. Briefly, the Open Educatiion Faculty is going to be the only authority for the production and broadcasting of its own programs.

Here it can be thought that video education may lose its importance and function.

Yet, in order to make such an educational application - Video Education for masses - it is necessary to entitle the Video Education Center (VEC) not only with the reproduction and distribution but also witer program production." For this ETV production facilities should be developed and Video Education Center (VEC) programs should be prepared here. This will be the most logical and economical solution.

These conditions are not necessary for TV programs. Because TV supplies a "one-way" communication whereas video supplies a "two-way" interaction. TV has the characteristics of "passivisation" of the masses. And the students cannot have control over the device. Yet, video presents the students with this control opportunity. For this, it is necessary to get the VCRs, and the message (i.e. the cassette) within the easy reach of the students.

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93

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